

Completing the Demonstrated Effectiveness Application to Determine Program Eligibility to Apply for Federal Adult Education and Family Literacy Act Funds

A Technical Assistance Guide for Local Programs

**Utah State Board of Education
Adult Education Services**

Purpose

This document contains guidelines and instructions for completing the Demonstrated Effectiveness Application and information on how the applications will be scored.

Background

The Adult Education and Family Literacy Act (AEFLA), Title II of the Workforce Innovation and Opportunity Act (WIOA), requires State eligible agencies to award multiyear grants or contracts on a competitive basis to eligible providers within the State. These grants or contracts enable eligible providers to develop, implement, and improve adult education and literacy activities within the State.

AEFLA, 34 C.F.R. § 463.23 clarifies that only an organization that has demonstrated effectiveness in providing adult education and literacy services is eligible to apply for AEFLA funds. Therefore, an applicant must provide performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy.

Previously Funded Applicants. Previously funded applicants must provide data as determined by WIOA section 116 performance measures. The following pages outline the process providers must use to obtain the required data.

Non-Previously Funded Applicants. Non-previously funded applicants must provide performance data utilizing whatever data is available to demonstrate effectiveness in each area. A narrative providing the source and context of the data must be included.

Note: It is recommended that non-previously funded programs that receive state adult education funds and have access to UASIS follow the same process as previously funded applicants.

Applicants who do not successfully complete the Demonstrated Effectiveness Application and score above the minimum threshold will not be allowed to move forward in the competition and will not be considered for funding under AEFLA.

Timeline

1/6/26	WIOA AEFLA Competition Legal Notice Posted & Link to Demonstrated Effectiveness Application Available on USBE Adult Education Webpage.
1/20/26	WIOA AEFLA Competition Technical Assistance Webinar, Hybrid Meeting at the Salt Lake County Public Safety Building from 8 am to 12 pm. Registration is required.

2/12/26	Demonstrated Effectiveness Applications must be submitted by 11:59 p.m.
2/26/26	Grant Applications Will Be Emailed to Eligible Providers. Notification of Ineligibility Will Be Emailed to Those Deemed Ineligible.

Application

Part I: Application Support Information

Adult Basic Education (ABE). Used to provide any adult education and literacy activities such as programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training. Services offered with this funding source can include any combination of ABE, ASE, or ELA services.

Prisons and Institutions (P & I). Used for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals, including academic programs for adult education and literacy activities; special education, as determined by the eligible agency; secondary school credit; integrated education and training; career pathways; concurrent enrollment; peer tutoring; and transition to re-entry initiatives and other post-release services with the goal of reducing recidivism. Services offered with this funding source can include any combination of ABE, ASE, or ELA services.

Integrated English Literacy and Civics Education (IELCE). Used to provide education services to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training. A program utilizing this type of funding must include student access to an Integrated Education and Training (IET) program. Services offered with this funding source only include ELA services.

Debarment. Applicants will be asked to certify that the provider and its principals do not meet any of the listed conditions below. If applicants cannot certify that the below statements are true, the program is not eligible for funding and cannot apply.

- A. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency.
- B. Have not, within a three-year period preceding this application, been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connections with obtaining, attempting to obtain, or performing a public (federal, state, or local) transactions or contract under a public transaction; violation of federal or state antitrust statutes; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property.

- C. Are not presently indicted for or otherwise criminally or civilly charged by a government entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph B of this certification.
- D. Have not, within a three-year period preceding this application, had one or more public transactions (federal, state, or local) terminated for cause or default.

Part II: Demonstrated Effectiveness

Question 1: Provide 2023-2024 performance data on the effectiveness of instruction in each of the content areas: ABE Literacy, Mathematics, and English Language Acquisition.

Step 1: Under the reports section of UASIS, select “Table 4a” and run the report for the 2023-2024 school year.

- Find the number of ABE Literacy Gains using the ABE Total under column C
- Find the number of Mathematics Gains using the combined Total under column E
- Find the number of English Language Acquisition Gains using the ESL Total under Column C

Entering Educational Functioning Level (A)	Number Of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (MSG type 1a) (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (MSG type 1a) (D)	Number with EFL Gain For Mathematics by pre-posttesting (MSG type 1a) (E)	Percentage Achieving Mathematics EFL Gains (MSG type 1a) (F)	Number with EFL Gain by Carnegie Units/Credits (MSG type 1b) (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (MSG type 1b) (H)	Number with EFL Gain by Transition to Post- secondary Education (MSG type 1c) (I)	Percentage Achieving EFL Gain by Transition to Post-secondary Education (MSG type 1c) (J)	Number with EFL Gain by Passing a Subtest on a State-recognized High School Equivalency Examination (MSG type 1d) (K)	Percentage Achieving EFL Gain by Passing a Subtest on a State-recognized High School Equivalency Examination (MSG type 1d) (L)
ABE Level 1	79	49	62.03%	54	68.35%	0	0.00%	4	5.06%	3	3.80%
ABE Level 2	357	228	63.87%	205	57.42%	0	0.00%	17	4.76%	24	6.72%
ABE Level 3	651	409	62.83%	324	49.77%	0	0.00%	37	5.68%	94	14.44%
ABE Level 4	1097	550	50.14%	434	39.56%	0	0.00%	45	4.10%	352	32.09%
ABE Level 5	689	250	36.28%	184	26.71%	47	6.82%	42	6.10%	278	40.35%
ABE Level 6	319	1	0.31%	2	0.63%	0	0.00%	49	15.36%	275	86.21%
Alternative ABE Placement	0	0		0		0		0		0	0.00%
Alternative ASE Placement	0	0		0		0		0		0	0.00%
ABE Total	3192	1487	46.59%	1203	37.69%	47	1.47%	194	6.08%	1026	32.14%
ESL Level 1	564	561	99.47%	0	0.00%	0	0.00%	5	0.89%	0	0.00%
ESL Level 2	477	474	99.37%	2	0.42%	0	0.00%	4	0.84%	1	0.21%
ESL Level 3	573	567	98.95%	19	3.32%	0	0.00%	8	1.40%	1	0.17%
ESL Level 4	345	328	95.07%	39	11.30%	0	0.00%	7	2.03%	3	0.87%
ESL Level 5	192	184	95.83%	22	11.46%	0	0.00%	2	1.04%	2	1.04%
ESL Level 6	69	56	81.16%	15	21.74%	0	0.00%	5	7.25%	2	2.90%
Alternative ESL Placement	0	0		0		0		0		0	0.00%
ESL Total	2220	2170	97.75%	97	4.37%	0	0.00%	31	1.40%	9	0.41%
TOTAL	5412	3657	67.57%	1300	24.02%	47	0.87%	225	4.16%	1035	19.12%

Step 2: Under the reports section of UASIS, select “Table 4” and run the report for the 2023-2024 school year.

- Find the number of students in the ABE Literacy pool using the ABE Total for Column B
- Find the number of students in the Mathematics pool using the combined Total of Column E
- Find the number of student in the English Language Acquisition pool using the ESL Total of Column B

Note: It may be helpful to save Table 4 as it will be needed again to identify data for questions 3, 6, & 7.

Entering Educational Functioning Level (EFL)	First Period of Participation									All Periods of Participation					
	Number Of Participants	Total Number of Participants Excluded from MSG Performance	Total Attendance Hours for all Participants	Number who achieved at least one EFL gain (MSG types 1a, 1b, 1c, 1d)	Number who attained a secondary school diploma or its recognized equivalent (MSG type 2)	Number of IET or workplace literacy participants who achieved an MSG via transcript, milestones, or exam (MSG types 3, 4, 5)	Number Separated Before Achieving Measurable Skill Gains	Number Remaining in Program without Measurable Skill Gains	Percentage Achieving Measurable Skill Gains	Total number of Periods of Participation	Total number of Periods of Participation in which Participants achieved at least one EFL gain (MSG types 1a, 1b, 1c, 1d)	Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained (MSG type 2)	Total number of IET or workplace literacy participants who achieved an MSG via transcript, milestones, or exam (MSG types 3, 4, 5)	Percentage of Periods of Participation with Measurable Skill Gains	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
ABE Level 1	199	0	23,203	63	21	0	108	7	42.21%	203	64	22	0	42.36%	
ABE Level 2	917	1	92,876	276	120	0	507	13	43.18%	930	278	122	0	43.01%	
ABE Level 3	1575	4	169,947	446	258	1	837	29	44.76%	1608	451	261	1	44.34%	
ABE Level 4	2677	4	260,086	706	519	4	1407	37	45.91%	2730	716	534	4	45.93%	
ABE Level 5	1767	2	178,753	359	495	1	889	21	48.39%	1814	368	503	1	48.07%	
ABE Level 6	1551	0	135,871	76	674	1	775	25	48.42%	1599	76	687	1	47.78%	
Alternative ABE Placement	0	0	0	0	0	0	0	0	0.00%	0	0	0	0	0.00%	
Alternative ASE Placement	0	0	0	0	0	0	0	0	0.00%	0	0	0	0	0.00%	
ABE Total	8686	11	860,736	1926	2087	7	4523	132	46.28%	8884	1953	2129	7	46.03%	
ESL Level 1	1449	6	132,057	559	0	0	863	21	38.58%	1456	561	0	0	38.53%	
ESL Level 2	1119	4	94,906	469	2	0	632	12	42.09%	1126	472	2	0	42.10%	
ESL Level 3	1488	0	109,507	571	2	0	897	18	38.51%	1502	572	2	0	38.22%	
ESL Level 4	963	2	81,033	339	4	0	591	27	35.62%	972	342	4	0	35.60%	
ESL Level 5	628	3	53,146	188	2	2	418	15	30.57%	635	188	2	2	30.24%	
ESL Level 6	336	0	24,040	63	9	0	259	5	21.43%	339	64	9	0	21.53%	
Alternative ESL Placement	0	0	0	0	0	0	0	0	0.00%	0	0	0	0	0.00%	
ESL Total	5983	15	494,689	2189	19	2	3660	98	36.94%	6030	2199	19	2	36.82%	
TOTAL	14669	26	1,355,425	4115	2106	9	8183	230	42.47%	14914	4152	2148	9	42.30%	

Step 3: Using the numbers identified in step 1 as the numerator and the numbers identified in step 2 as the denominator, calculate the percentage of students in each content area. Below is an example using the statewide numbers above:

- ABE Literacy: $1487/8686=17.12\%$
- Mathematics: $1300/14669=8.86\%$
- English Language Acquisition: $2170/5983=36.27\%$

Step 4: Repeat the sequence of steps using 2024-2025 data.

*Non-previously funded applicants will respond to the prompt in a narrative format.

Question 2: Provide the percentage of program participants who obtain a secondary school diploma or its recognized equivalent.

Step 1: Using Table 4 from 2023-2024, add the “Number who attained a secondary school diploma or its equivalent” for ABE Level 5 to the “Number who attained a secondary school diploma or its equivalent” for ABE Level 6. Divide this number by the combination of the “Number of Participants” for ABE Level 5 and the “Number of Participants” for ABE Level 6. (Example: $(495+674)/(1767+1551)=35.23\%$)

Entering Educational Functioning Level (EFL)	First Period of Participation									All Periods of Participation					
	Number Of Participants	Total Number of Participants Excluded from MSG Performance	Total Attendance Hours for all Participants	Number who achieved at least one EFL gain (MSG types 1a, 1b, 1c, 1d)	Number who attained a secondary school diploma or its recognized equivalent (MSG type 2)	Number of IET or workplace literacy participants who achieved an MSG via transcript, milestones, or exam (MSG types 3, 4, 5)	Number Separated Before Achieving Measurable Skill Gains	Number Remaining in Program without Measurable Skill Gains	Percentage Achieving Measurable Skill Gains	Total number of Periods of Participation	Total number of Periods of Participation in which Participants achieved at least one EFL gain (MSG types 1a, 1b, 1c, 1d)	Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained (MSG type 2)	Total number of IET or workplace literacy participants who achieved an MSG via transcript, milestones, or exam (MSG types 3, 4, 5)	Percentage of Periods of Participation with Measurable Skill Gains	
ABE Level 1	199	0	23,203	63	21	0	108	7	42.21%	203	64	22	0	42.36%	
ABE Level 2	917	1	92,876	276	120	0	507	13	43.18%	930	278	122	0	43.01%	
ABE Level 3	1575	4	169,947	446	258	1	837	29	44.76%	1608	451	261	1	44.34%	
ABE Level 4	2677	4	260,086	706	519	4	1407	37	45.91%	2730	716	534	4	45.93%	
ABE Level 5	1767	2	178,753	359	495	1	889	21	48.39%	1814	368	503	1	48.07%	
ABE Level 6	1551	0	135,871	76	674	1	775	25	48.42%	1599	76	687	1	47.78%	
Alternative ABE Placement	0	0	0	0	0	0	0	0	0.00%	0	0	0	0	0.00%	
Alternative ASE Placement	0	0	0	0	0	0	0	0	0.00%	0	0	0	0	0.00%	
ABE Total	8686	11	860,736	1926	2087	7	4523	132	46.28%	8884	1953	2129	7	46.03%	
ESL Level 1	1449	6	132,057	559	0	0	863	21	38.58%	1456	561	0	0	38.53%	
ESL Level 2	1119	4	94,906	469	2	0	632	12	42.09%	1126	472	2	0	42.10%	
ESL Level 3	1488	0	109,507	571	2	0	897	18	38.51%	1502	572	2	0	38.22%	
ESL Level 4	963	2	81,033	339	4	0	591	27	35.62%	972	342	4	0	35.60%	
ESL Level 5	628	3	53,146	188	2	2	418	15	30.57%	635	188	2	2	30.24%	
ESL Level 6	336	0	24,040	63	9	0	259	5	21.43%	339	64	9	0	21.53%	
Alternative ESL Placement	0	0	0	0	0	0	0	0	0.00%	0	0	0	0	0.00%	
ESL Total	5983	15	494,689	2189	19	2	3660	98	36.94%	6030	2199	19	2	36.82%	
TOTAL	14669	26	1,355,425	4115	2106	9	8183	230	42.47%	14914	4152	2148	9	42.30%	

Step 2: Repeat the process above using Table 4 from 2024-2025.

*Non-previously funded applicants will respond to the prompt in a narrative format.

Question 3: Provide the percentage of program participants who are in unsubsidized employment during the second and fourth quarter after exit from the program for 2023-2024.

Step 1: Run NRS Table 5 for school year 2023-2024.

Step 2: Use column G to identify the percent of students achieving outcome for “Employment Second Quarter after exit” (Example: 33.90%) and “Employment Fourth Quarter after exit” (Example: 36.04%).

Primary Indicators of Performance	First Period of Participation				All Periods of Participation			
	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome		
Employment Second Quarter after exit	10201	3434	33.66%	10305	3493	33.90%		
Employment Fourth Quarter after exit	9805	3525	35.95%	10039	3618	36.04%		
Median Earnings Second Quarter after exit	3434	\$6532		3493	\$6535			
Attained a Secondary School Diploma/Recognized Equivalent and Employed or Enrolled in Postsecondary Education or Training within one year	4245	2685	63.25%	4360	2762	63.35%		
Attained a Recognized Postsecondary Credential while enrolled or within one year of exit	72	22	30.56%	76	24	31.58%		
Attained a Recognized Secondary OR Postsecondary Credential (unduplicated)	4267	2692	63.09%	4383	2767	63.13%		

Step 3: Repeat the process using Table 5 for school year 2024-2025.

*Non-previously funded applicants will respond to the prompt in a narrative format.

Question 4: Provide the percentage of students who achieved a high school diploma or equivalent and transitioned to postsecondary education or training.

Step 1: Run NRS Table 5 for school year 2023-2024

Step 2: Use column G to identify the percent of students achieving outcomes for “Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year” (Example: 63.35%).

Primary Indicators of Performance (A)	First Period of Participation			Total Periods of Participation (E)	All Periods of Participation		Percentage of Participants in All Periods of Participation Achieving Outcome (G)
	Number of Participants who Exited (B)	Number of Participants who Exited Achieving Outcome or Median Earnings Value (C)	Percentage of Participants Achieving Outcome (D)		Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation (F)		
Employment Second Quarter after exit	10201	3434	33.66%	10305	3493		33.90%
Employment Fourth Quarter after exit	9805	3525	35.95%	10039	3618		36.04%
Median Earnings Second Quarter after exit	3434	\$6532		3493	\$6535		
Attained a Secondary School Diploma/Recognized Equivalent and Employed or Enrolled in Postsecondary Education or Training within one year	4245	2685	63.25%	4360	2762		63.35%
Attained a Recognized Postsecondary Credential while enrolled or within one year of exit	72	22	30.56%	76	24		31.58%
Attained a Recognized Secondary OR Postsecondary Credential (unduplicated)	4267	2692	63.09%	4383	2767		63.13%

Step 3: Repeat the process using Table 5 for school year 2024-2025.

*Non-previously funded applicants will respond to the prompt in a narrative format.

Question 5: Provide performance data for those with low levels of literacy.

Step 1: Run NRS Table 4 for school year 2023-2024.

Step 2: Use “Percentage of Periods of Participation with Measurable Skill Gains” to determine the percentage of students demonstrating a measurable skill gain for each of the following Entering Educational Functioning Levels: ABE Level 1, ABE Level 2, ESL Level 1, and ESL Level 2.

Entering Educational Functioning Level (EFL)	First Period of Participation										All Periods of Participation					
	Number Of Participants	Total Number of Participants Excluded from MSG Performance	Total Attendance Hours for all Participants	Number who achieved at least one EFL gain (MSG types 1a, 1b, 1c, 1d)	Number who attained a secondary school diploma or its recognized equivalent (MSG type 2)	Number of IET or workplace literacy participants who achieved an MSG via transcript, milestones, or exam (MSG types 3, 4, 5)	Number Separated Before Achieving Measurable Skill Gains	Number Remaining in Program without Measurable Skill Gains	Percentage Achieving Measurable Skill Gains	Total number of Periods of Participation	Total number of Periods of Participation in which Participants achieved at least one EFL gain (MSG types 1a, 1b, 1c, 1d)	Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained (MSG type 2)	Total number of IET or workplace literacy participants who achieved an MSG via transcript, milestones, or exam (MSG types 3, 4, 5)	Percentage of Periods of Participation with Measurable Skill Gains		
ABE Level 1	199	0	23,203	63	21	0	108	7	42.21%	203	64	22	0	42.36%		
ABE Level 2	917	1	92,876	276	120	0	507	13	43.18%	930	278	122	0	43.01%		
ABE Level 3	1575	4	169,947	446	258	1	837	29	44.76%	1608	451	261	1	44.34%		
ABE Level 4	2677	4	260,086	706	519	4	1407	37	45.91%	2730	716	534	4	45.93%		
ABE Level 5	1767	2	178,753	359	495	1	889	21	48.39%	1814	368	503	1	48.07%		
ABE Level 6	1551	0	135,871	76	674	1	775	25	48.42%	1599	76	687	1	47.78%		
Alternative ABE Placement	0	0	0	0	0	0	0	0	0.00%	0	0	0	0	0.00%		
Alternative ASE Placement	0	0	0	0	0	0	0	0	0.00%	0	0	0	0	0.00%		
ABE Total	8686	11	860,736	1926	2087	7	4523	132	46.28%	8884	1953	2129	7	46.03%		
ESL Level 1	1449	6	132,057	559	0	0	863	21	38.58%	1456	561	0	0	38.53%		
ESL Level 2	1119	4	94,906	469	2	0	632	12	42.09%	1126	472	2	0	42.10%		
ESL Level 3	1488	0	109,507	571	2	0	897	18	38.51%	1502	572	2	0	38.22%		
ESL Level 4	963	2	81,033	339	4	0	591	27	35.62%	972	342	4	0	35.60%		
ESL Level 5	628	3	53,146	188	2	2	418	15	30.57%	635	188	2	2	30.24%		
ESL Level 6	336	0	24,040	63	9	0	259	5	21.43%	339	64	9	0	21.53%		
Alternative ESL Placement	0	0	0	0	0	0	0	0	0.00%	0	0	0	0	0.00%		
ESL Total	5983	15	494,689	2189	19	2	3660	98	36.94%	6030	2199	19	2	36.82%		
TOTAL	14669	26	1,355,425	4115	2106	9	8183	230	42.47%	14914	4152	2148	9	42.30%		

Step 3: Repeat the process, using Table 4 for school year 2024-2025.

*Non-previously funded applicants will respond to the prompt in a narrative format.

Question 6 (Optional, for previously funded applicants only): Use the space below to provide any additional information impacting the indicators measured in questions 1-5.

Step 1: Provide a narrative explaining any additional data or special circumstances related to any of the previous indicators.

Example: The program used the Basic English Math Assessment for Adults (BEMAA) to assess math with English Language Acquisition students. That data is not included in the tables used for Question 1 but does demonstrate the program's effectiveness in providing mathematics instruction.

SCORING RUBRICS FOR PREVIOUSLY FUNDED GRANTEES

A program must earn at least 20 of 44 possible points to meet the demonstrated effectiveness threshold and move forward in the grant competition.

Question 1: Content Areas

A. 2023-2024 ABE Literacy:

Points	Criteria: 2023-2024 Statewide Average 17.12%
0 points	Data provided is below 80% of the state average (Below 13.70%)
1 point	Data provided is at 80% to 120% of the state average (13.70 – 20.54%)
2 points	Data provided is more than 120% of the state average

B. 2023-2024 Mathematics

Points	Criteria: 2023-2024 Statewide Average 8.86%
0 points	Data provided is below 80% of the state average (Below 7.09%)
1 point	Data provided is at 80% to 120% of the state average (7.09 – 10.63%)
2 points	Data provided is more than 120% of the state average

C. 2023-2024 English Language Acquisition

Points	Criteria: 2023-2024 Statewide Average 36.27%
0 points	Data provided is below 80% of the state average (Below 29.02%)
1 point	Data provided is at 80% to 120% of the state average (29.02 – 43.52 %)
2 points	Data provided is more than 120% of the state average

D. 2024-2025 ABE Literacy

Points	Criteria: 2024-2025 Statewide Average 16.43%
0 points	Data provided is below 80% of the state average (Below 13.14%)
1 point	Data provided is at 80% to 120% of the state average

	(13.14 – 19.72%)
2 points	Data provided is more than 120% of the state average (> 19.72%)

E. 2024-2025 Mathematics

Points	Criteria: 2024-2025 Statewide Average 10.35%
0 points	Data provided is below 80% of the state average (Below 8.28%)
1 point	Data provided is at 80% to 120% of the state average (8.28 – 12.42%)
2 points	Data provided is more than 120% of the state average (> 12.42%)

F. 2024-2025 English Language Acquisition

Points	Criteria: 2024-2025 Statewide Average 39.37%
0 points	Data provided is below 80% of the state average (Below 31.50%)
1 point	Data provided is at 80% to 120% of the state average (31.50 – 47.24%)
2 points	Data provided is more than 120% of the state average (> 47.24%)

Question 2 – Credential Attainment (4 Points)

A. Credential Attainment: 2023-2024

Points	Criteria: 2023-2024 Statewide Average 35.23%
0 points	Data provided is below 80% of the state average (Below 28.18%)
1 point	Data provided is at 80% to 120% of the state average (28.18 – 42.28%)
2 points	Data provided is more than 120% of the state average (> 42.28%)

B. Credential Attainment: 2024-2025

Points	Criteria: 2024-2025 Statewide Average 33.39%
0 points	Data provided is below 80% of the state average (Below 26.71%)
1 point	Data provided is at 80% to 120% of the state average (226.71 – 40.07%)

2 points	Data provided is more than 120% of the state average (> 40.07%)
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Question 3 – Employment (8 Points)

A. Employment – 2023-2024 2nd Quarter After Exit

Points	Criteria: 2023–2024 Statewide Average 33.90%
0 points	Data provided is below 80% of the state average (Below 27.12%)
1 point	Data provided is at 80% to 120% of the state average (27.12 – 40.68%)
2 points	Data provided is more than 120% of the state average (> 40.68%)

B. Employment – 2023-2024 4th Quarter After Exit

Points	Criteria: 2023–2024 Statewide Average 36.04%
0 points	Data provided is below 80% of the state average (Below 28.83%)
1 point	Data provided is at 80% to 120% of the state average (28.83 – 43.25%)
2 points	Data provided is more than 120% of the state average (> 43.25%)

C. Employment – 2024-2025 2nd Quarter After Exit

Points	Criteria: 2024–2025 Statewide Average 37.79%
0 points	Data provided is below 80% of the state average (Below 30.23%)
1 point	Data provided is at 80% to 120% of the state average (30.23 – 45.35%)
2 points	Data provided is more than 120% of the state average (> 45.35%)

D. Employment – 2024-2025 4th Quarter After Exit

Points	Criteria: 2024–2025 Statewide Average 35.37%
0 points	Data provided is below 80% of the state average (Below 28.30%)
1 point	Data provided is at 80% to 120% of the state average (28.30 – 42.44%)
2 points	Data provided is more than 120% of the state average (> 42.44%)

Question 4 – 2023-2024 Postsecondary Transition (4 Points)

A. 2023-2024 Transition to Postsecondary Education and Training

Points	Criteria: 2023-2024 Statewide Average 63.35%
0 points	Data provided is below 80% of the state average (Below 50.68%)
1 point	Data provided is at 80% to 120% of the state average (50.68 – 76.02%)
2 points	Data provided is more than 120% of the state average (>76.02%)

B. 2024-2025 Transition to Postsecondary Education and Training

Points	Criteria: 2024-2025 Statewide Average 64.91%
0 points	Data provided is below 80% of the state average (Below 51.92%)
1 point	Data provided is at 80% to 120% of the state average (51.92 – 77.89%)
2 points	Data provided is more than 120% of the state average (> 77.89%)

Question 5: Low Literacy (16 Points)

A. ABE 1

Points	Criteria: 2023-2024 Statewide Average 42.36%
0 points	Data provided is below 80% of the state average (Below 33.89%)
1 point	Data provided is at 80% to 120% of the state average (33.89 – 50.83%)
2 points	Data provided is more than 120% of the state average (> 50.83%)

B. ABE 2

Points	Criteria: 2023-2024 Statewide Average 43.01%
0 points	Data provided is below 80% of the state average (Below 34.41%)
1 point	Data provided is at 80% to 120% of the state average (34.41 – 51.61%)
2 points	Data provided is more than 120% of the state average (> 51.61%)

C. ESL 1

Points	Criteria: 2023-2024 Statewide Average 38.53%
0 points	Data provided is below 80% of the state average (Below 30.82%)
1 point	Data provided is at 80% to 120% of the state average (30.82 – 46.24%)
2 points	Data provided is more than 120% of the state average (> 46.24%)

D. ESL 2

Points	Criteria: 2023-2024 Statewide Average 42.10%
0 points	Data provided is below 80% of the state average (Below 33.68%)
1 point	Data provided is at 80% to 120% of the state average (33.68 – 50.52%)
2 points	Data provided is more than 120% of the state average (> 50.52%)

E. ABE 1

Points	Criteria: 2024 – 2025 Statewide Average 34.95%
0 points	Data provided is below 80% of the state average (Below 27.96%)
1 point	Data provided is at 80% to 120% of the state average (27.96 – 43.14%)
2 points	Data provided is more than 120% of the state average (> 43.14%)

F. ABE 2

Points	Criteria: 2024 – 2025 Statewide Average 40.6%
0 points	Data provided is below 80% of the state average (Below 32.48%)
1 point	Data provided is at 80% to 120% of the state average (32.48 – 48.72%)
2 points	Data provided is more than 120% of the state average (> 48.72%)

G. ESL 1

Points	Criteria: 2024 – 2025 Statewide Average 41.52%
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0 points	Data provided is below 80% of the state average (Below 33.22%)
1 point	Data provided is at 80% to 120% of the state average (33.22 – 49.82%)
2 points	Data provided is more than 120% of the state average (> 49.82%)

H. ESL 2

Points	Criteria: 2024 – 2025 Statewide Average 41.30%
0 points	Data provided is below 80% of the state average (Below 33.04%)
1 point	Data provided is at 80% to 120% of the state average (33.04 – 49.56%)
2 points	Data provided is more than 120% of the state average (> 49.56%)

SCORING RUBRICS FOR NON-PREVIOUSLY FUNDED GRANTEES

Each of the five questions on the application will be rated on a scale of 1-10 using the rubric below, for a total of 50 possible points. **A program must earn at least 25 of 50 possible points to meet the demonstrated effectiveness threshold and move forward in the grant competition.**

Insufficient	Addressed	Exceeds Expectations
1-3 Points	4-7 Points	8-10 Points
<ul style="list-style-type: none">• Applicant did not provide two years of data• The source and content of the data are unclear• The data used is only vaguely connected to the indicators in question• The data provided does not clearly demonstrate that the program is experienced or effective in providing services related to this indicator	<ul style="list-style-type: none">• Applicant provides two years of data• The source and content of the data are provided• The data is clearly tied to the indicators in question• The data provided demonstrates that the program is experienced and somewhat effective in providing services related to this indicator	<ul style="list-style-type: none">• Applicant provides more than two years of data• Multiple sources of data are used• The data is clearly tied to the indicators in question, and the narrative explains how the data is collected and used by the program• The data provided demonstrates that the program is experienced and highly effective in providing services related to this indicator